

# Secondary Teaching for Mastery – Embedding and Sustaining Work Groups

## Maths Hubs Network Collaborative Projects 2020/21

NCP20-15



### Programme Details

#### Outline

Secondary Teaching for Mastery Embedding and Sustaining Work Groups are only for those departments who are participating or have participated in the Secondary Teaching for Mastery Development Work Groups and are working to develop principles and practices which enable them to sustain their developments over the long term. Additionally, the expectation is that departments of Cohort 1, 2 and 3 Mastery Specialists will also participate in this Work Group. The focus will be on working on their planned developments as well as sharing and critiquing them with a group of schools in a professional learning community.

#### What is involved?

Each department, supported by their Mastery Advocates, will work on their action plan and develop collaborative ways of working which support their CPD. All Work Group participants will also benefit from the expertise and experiences of the group of departments represented. Mastery Advocates will meet regularly throughout the year and the content of the various departments' development plans will be the stimulus for how joint work will be devised and undertaken. Programme participants will:

- visit a Work Group member's department to engage in lesson observation and post-lesson discussion
- collaboratively plan of a topic representing a shared interest and need
- visit a primary school to engage in lesson observation and post-lesson discussion and/or collaborative planning of a transition-relevant topic
- explore some maths together
- share, discuss and critique the plans that departments have in place.

#### What is the cost?

The Teaching for Mastery – Embedding and Sustaining project is fully funded by the Maths Hubs Programme so is free to participating schools.

#### Benefits

Participants and their schools will:

- Cultivate a deep understanding of the principles and pedagogies of mastery
- Understand the leadership and management skills required to promote and develop a teaching for mastery approach
- Understand how to develop a coherent and connected curriculum which promotes teaching for mastery
- Produce a development plan and professional development programme for the department
- Develop support for the department through CPD and collaborative working practices.

#### Covid Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example.

In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter.



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### Additional Information

#### The wider context

The NCETM and the Maths Hubs Programme aim to promote high quality, collaborative professional development for all teachers. This project forms part of an overall Teaching for Mastery Programme designed to develop secondary maths departments that are well-led, high-performing and provide high quality professional development through collaborative working.

A key element of this is to support teachers and leaders in secondary schools to establish teaching for mastery approaches.

It is vital not only that individual teachers develop teaching for mastery approaches, but also that a school's maths department has systems, policies and ways of working which are compatible with teaching for mastery and allow for the collaborative professional development structures needed in order to develop and embed these approaches and to sustain them.

#### Who can apply?

Schools that have either participated in the Teaching for Mastery Development Work Groups or the Mastery Specialist Programme both join these Work Groups.

Lead participants continue to be Mastery Advocates who have participated in a Secondary Teaching for Mastery Development Work Group, but particular Work Group sessions may also be joined by colleagues from their departments.

#### Expectations of participants and their schools

Schools must be able to commit to the full academic year's programme. This involves three days of face-to-face support across the academic year, as well as classroom and school-based activity.

Each Work Group will consist of Mastery Advocates from a number of departments (usually four to six) who have participated in Secondary Teaching for Mastery Development Work Groups. The focus of face-to-face activity will be on Mastery Advocates supporting each other through the sharing of strategies and practice within the context of a vibrant professional learning community.

Embedding and Sustaining Work Groups are for departments to share and critique each other's existing developments within a collaborative professional learning community.

Much of the work will involve each individual department (supported by their Mastery Advocates) working on elements of their action plan and developing collaborative ways of working which support their continuing professional development. In addition, it will be important for all Work Group participants to benefit from the expertise and experiences of the group of departments represented.

#### How to apply

For further information or to express interest in the programme please contact [lauar.greener@churchillcc.org](mailto:lauar.greener@churchillcc.org)